It Takes a Team: DVR and Schools Working Together

Center for Change in Transition Services

Washington Summer Transition Institute | August 1, 2023

Welcome

- Purpose of High School

- You Know What You Know

- Post-School Outcomes

- Learning From Our Students

- DVR and Schools Working Together

- Suggestions and Recommendations

- Reflection and Wrap-up

Center for Change in Transition Services

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**

- Funded by the Office of Superintendent of Public Instruction

- Located at Seattle University

Purpose of High School

What is the Purpose of High School?

- Take 5 minutes and discuss at your table your thoughts on the purpose of high school.

- Think about what your life would look like after high school, and the people who helped you get there.

? After 12 or more years spent in schools, what specific skills, experiences, and knowledge should students take with them?

Timer

Feedback
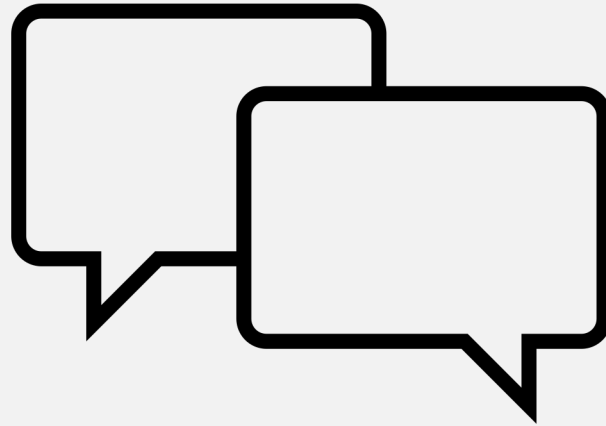
You Know What You Know

All Roads Lead to Graduation

- Pressure is on graduation
- Culmination of high school is graduation
- I'm the class of ……

And then:

- The requirement for transition services was added to the Individuals with Disabilities Education Act (IDEA) in 1990.
- Congress included this mandate in the IDEA to ensure that students with disabilities would be prepared for post-school life.

Life After High School:
All Roads Lead to Employment

- Postsecondary education

- Training

- Independent living skills

- Community access

- Resources and support

1-10 years out

- Injured and couldn't meet physical requirements of the job
- Still couldn't read or write well
- Didn't understand disability but knew that school wasn't for them
- Didn't know how to ask for accommodations/advocate for needs
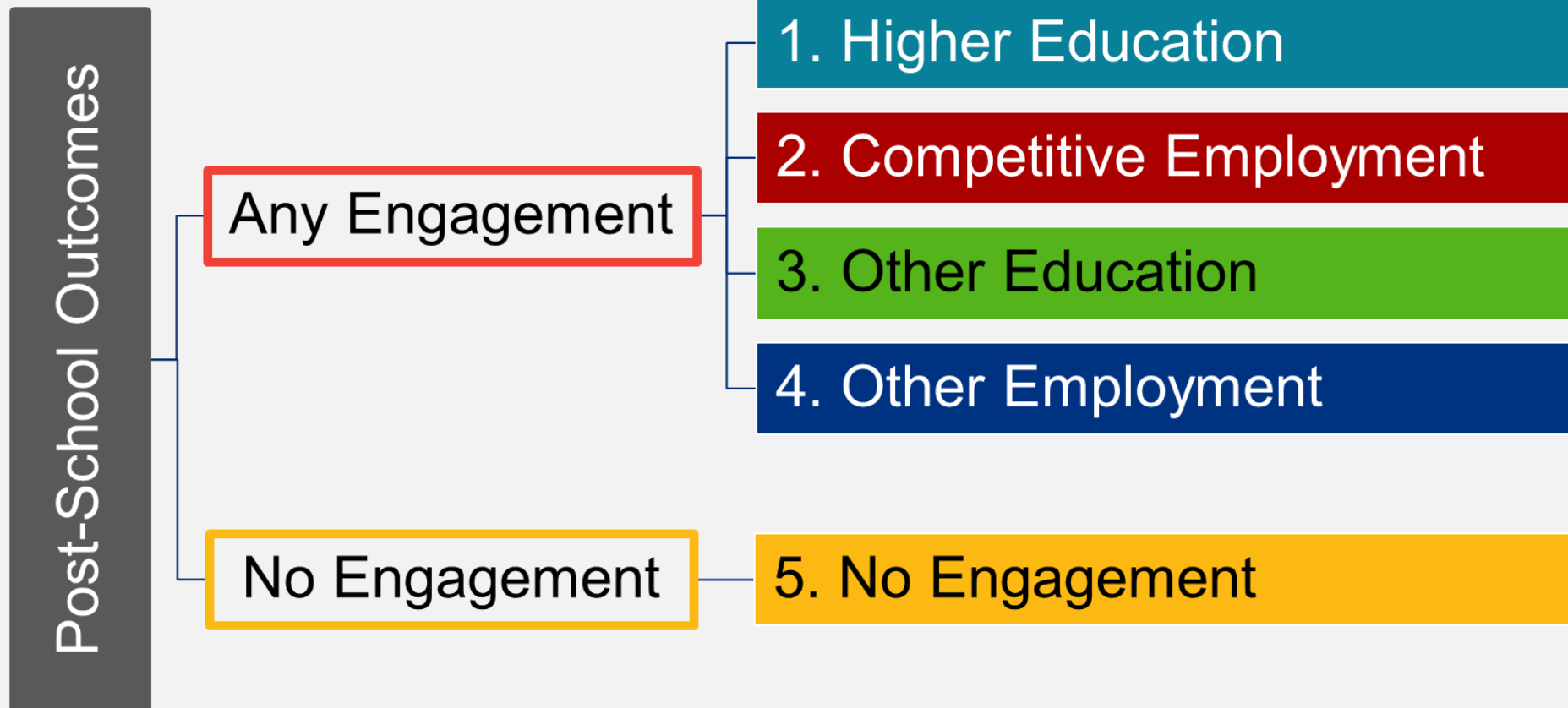- Didn't have any idea about where to find support or resources

Post-School Outcomes (PSO)

What are Post-School Outcomes?

- A snapshot of life one year after leaving high school.
- Former students, ages 16-21, with an IEP who left school by:
  - Graduating with a diploma
  - Aging out at age 21
  - Dropping out
- School districts call the former students between June 1 and November 1 the year following their exit.

So much data, so much information.

Post-School Outcome Categories

Post-School Outcomes

Any Engagement
- 1. Higher Education
- 2. Competitive Employment
- 3. Other Education
- 4. Other Employment

No Engagement
- 5. No Engagement

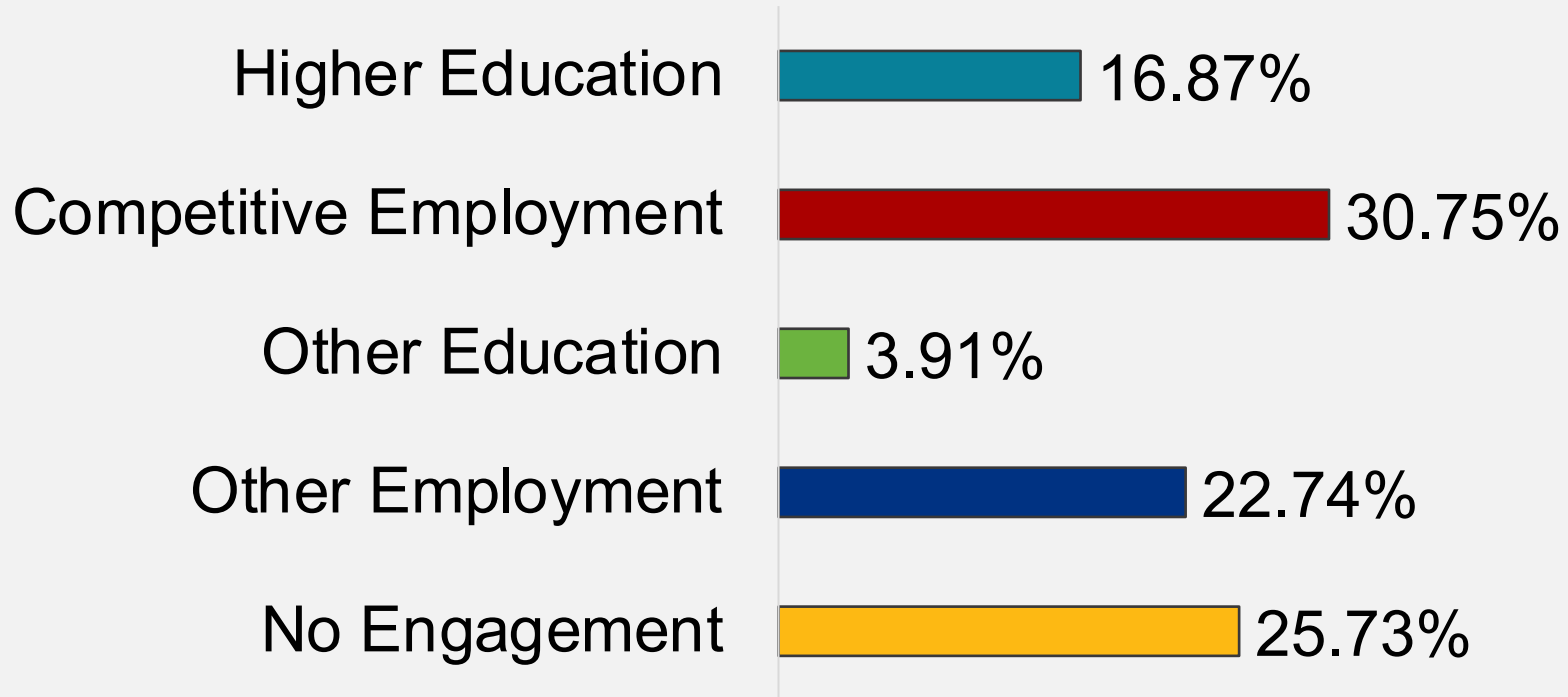Post-School Outcome Definitions available on the CCTS website

Post-School Outcomes, 2020-21
Washington state data tables

Total number of 2020-21 leavers	Total number of respondents (Resp'ts)	Survey response rate
7,938	6,261	78.87%

Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
6,261	16.87%	30.75%	3.91%	22.74%	25.73%

(CCTS 2023, *Indicator B14 Post-School Outcome Report, Washington state, 2020-21*)

Post-School Outcomes, 2020-21
Washington state graph

Higher Education — 16.87%
Competitive Employment — 30.75%
Other Education — 3.91%
Other Employment — 22.74%
No Engagement — 25.73%

(CCTS 2023, *Indicator B14 Post-School Outcome Report, Washington state, 2020-21*)

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Learning from Our Students

Survey Follow-up Questions

Former Students Who Dropped Out

- Health challenges

- Left school to work, often for financial issues

- Disability and disengagement

Learning from the Stories Behind the Data:
Why Students with Disabilities are Dropping out of High School in Washington state
- Dr. Cynthia Gale, 2023

Former Students Who Attempted School or Work

- Health challenges, anxiety, depression

- Family issues

- Didn't fit the job so either quit or got fired
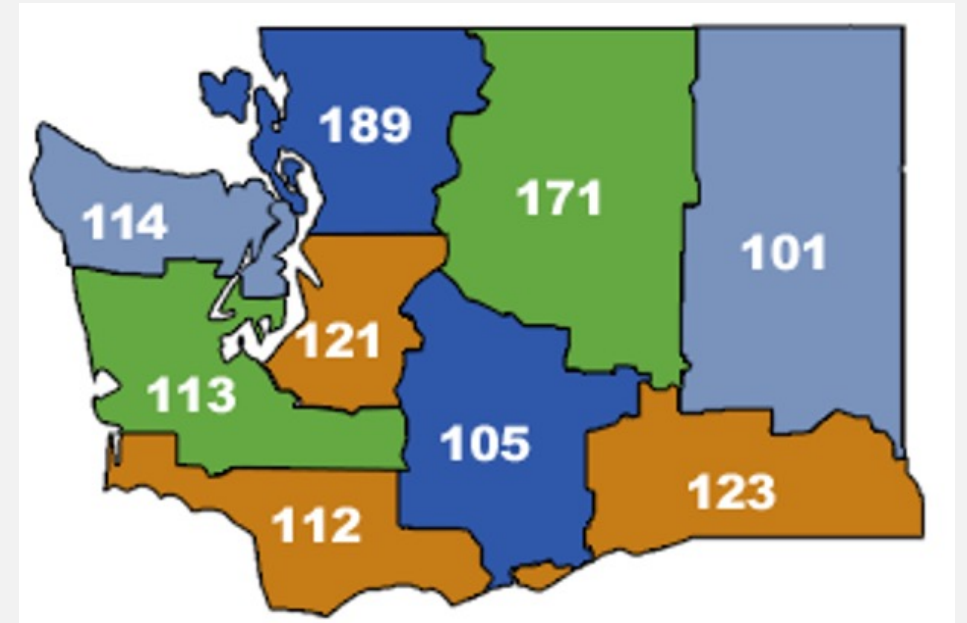
- Didn't ask for accommodations (how, who, what)
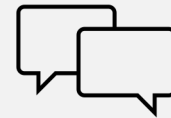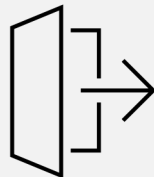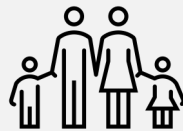
DVR and Schools
Working Together

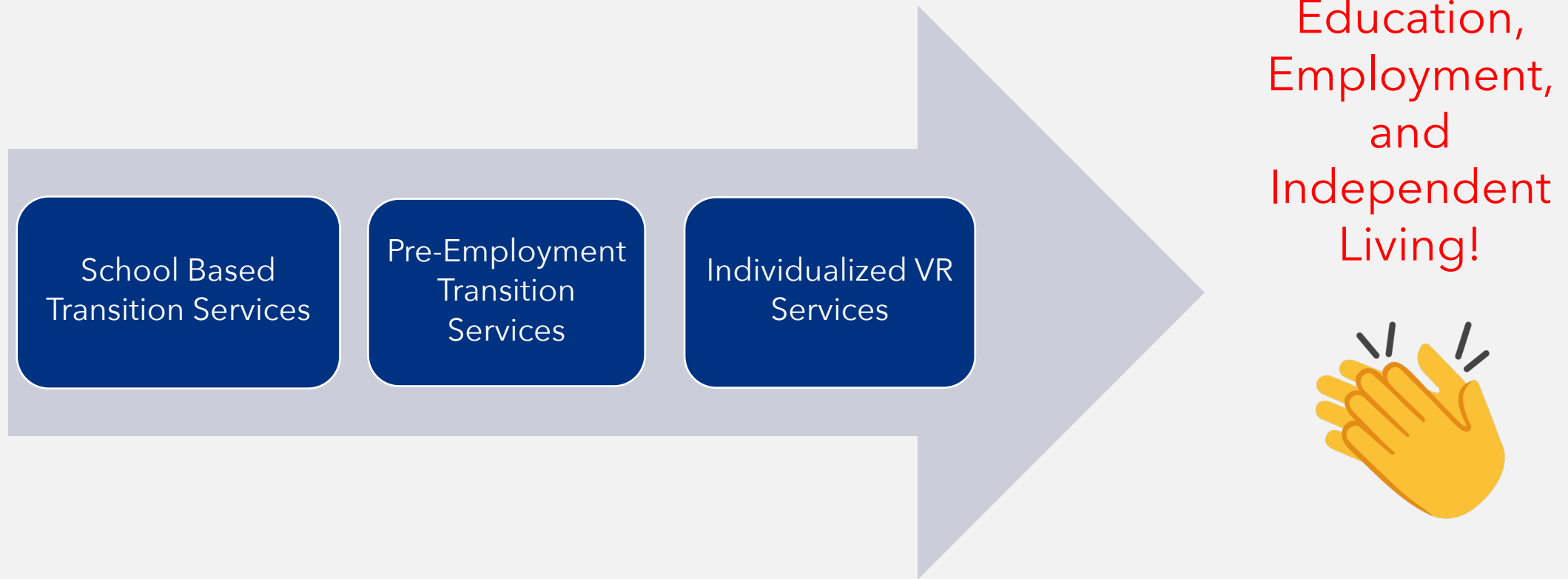# Workforce Innovation and Opportunity Act of 2014 (WIOA)

- Established a new emphasis on the provision of Vocational Rehabilitation services to students and youth with disabilities

- Expanded the population of students with disabilities who could receive services from VR, and the kinds of services that VR agencies may provide to youth and students with disabilities

- Requires VR agencies to provide or arrange for the provision of five required Pre-Employment Transition Services (Pre-ETS) to students and potentially eligible students with disabilities

- Also, requires State VR agencies to provide evidence of the extent to which Pre-ETS have been made available to all potentially eligible students with disabilities

Washington State Contexts

2021-2022 High School Enrollment- Students with Disabilities- WA			
Grade Level	Student w/ IEP	Students w/ 504	Combined
9th	10,756	4,913	15,669
10th	10,359	5,039	15,398
11th	9,828	5,230	18,491
12th	12,990	5,501	18,491
Total 9th -12th	**43,933**	**20,683**	**64,616**
Total 10th-12th	**33,177**	**15,770**	**48,947**

Continuum of Coordinated Transition Services

School Based Transition Services

Pre-Employment Transition Services

Individualized VR Services

Education, Employment, and Independent Living!

Transition Services are design to be a results-oriented process that facilitates the movement from school to postsecondary

Comparing Activities

IDEA TRANSITION SERVICES	WIOA PRE-ETS
• Instruction • Related Services • Community Experiences • Development of Employment and other post-school adult living objectives • If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation	• Job Exploration • Self-Advocacy • Work-Based Learning • Workplace Readiness Training • Postsecondary Education Counseling

What the PSO Data Tell Us About Agency Linkages

When asked if they contacted an adult agency in the year after high school, nearly 20% of the 6,261 respondents answered "yes".

| Agency	Total Resp'ts
Division of Vocational Rehabilitation	392 (6%)
Developmental Disabilities Administration	265 (4%)
Disability Support Services - college	141 (2%)
Mental Health Provider	91 (1%)
WorkSource	108 (2%)
Job Corps	45 (<1%)
WA State Department of Services for the Blind	12 (<1%)
Other	192 (2%)

Outcomes for Respondents who Contacted DVR

Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
392	11.73%	13.01%	8.42%	25.77%	41.07%

Suggestions and Recommendations

Student Needs: In High School

- Mentors

- Relevancy of high school classes to real world

- Interests and career exploration

- Information and advocacy skills to access services

- Understanding disability and rights
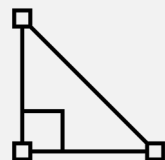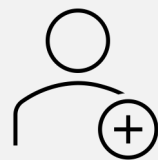
Student Needs: After High School

- Identifying strengths, preferences, interests and needs to identify work, training, or postsecondary education

- Finding and keeping employment

- Completing postsecondary education or training programs

- Knowing how to advocate and receive accommodations on the job or in postsecondary education/training

- Knowing how and where to find resources (e.g., shelter, health/emergency care)

What if?

- Every student with a disability leaves high school with contact information for a person/agency that provides services to adults with disabilities.

- Every IEP includes this information.
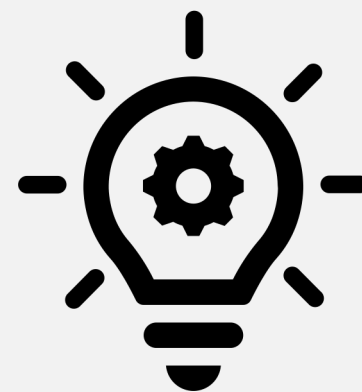
Building Partnerships

- Educators and DVR know each other
  - Understand agency structures
  - Understand each others' jobs
    - Responsibilities, case loads, hours
- Interagency Transition Networks

School Staff

Meet DVR staff

- Regional Transition Consultants
- High school liaisons
- Regional administrators

Share and Invite

- Share overview of transition services
- Share strengths and needs around transition services
- Invite DVR to meet students and families
- Invite DVR to present to classes (Job exploration, Self-advocacy)

DVR Staff

Meet high school staff

- Special education teachers, staff
- High school counselor
- Principal, administrators
- Special education director

Share

- Services
- Ideas for interests and job exploration
- Importance of and skills for self-advocacy
- Eligibility process

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Reflection and Wrap-up

Mission Control Center (MCC)

- MCC is divided into flight control and ground-team workers
- 10% of time is controlling missions
- 75% is spent planning and organizing
- 15% devoted to their own training
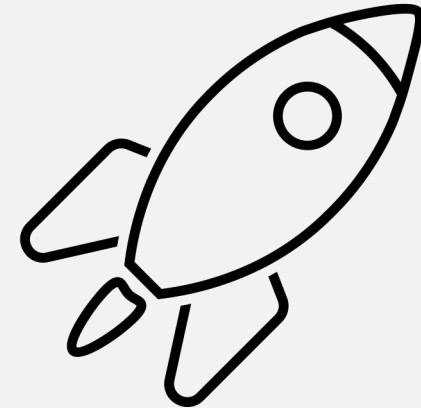
Teamwork

- The ground team gathers data

- Flight control team analyzes data to make procedural decisions

- Team generates procedures

- Generic procedures in place for every launch

- Mission-specific procedures tailored to specific situations

Simfaults

- Every simulation has a simfault thrown into the mix.
- "A simfault could be a malfunctioning piece of equipment or it could be a major disaster situation."
- "The way the workers respond shows us how we need to prepare in case the real thing should ever happen."

William Foster, MCC ground controller

Thank You

Contact and Connect with CCTS

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